



**UNIVERSITY OF MAINE AT FARMINGTON
COLLEGE OF EDUCATION, HEALTH AND
REHABILITATION LESSON PLAN FORMAT**

Teacher's Name: Mr. Cognata **Lesson #:** 4 **Facet:** Interpret

Grade Level: 9-12 **Numbers of Days:** 3-5

Topic: The American Revolution

PART I:

Objectives

Student will understand that the American Revolution was critical in establishing our own nation and the Revolution changed America and the global world

Student will learn this because it is important for them to know that without the Revolutionary War America would not be a free country

Student will be able to interpret how certain key events during the American Revolution took place through their iMovie project and Wikispaces. The students Wikispaces will be an outline to what events they are planning to do in the iMovie. In a way the Wikispaces could be considered a pre-production activity to the iMovie project they create. In the Wikispaces they will pick what events they are including in their iMovies and give detailed descriptions and pictures of the events they plan on depicting.

Product: Wikispace and iMovie

Maine Learning Results (MLR) or Common Core State Standards (CCSS) or Next Generation Science Standards (NGSS) Alignment

Maine Learning Results

Content Area: Social studies

Standard Label: E history

Standard: E1 Historical Knowledge, concepts, themes and patterns.

Grade level span: Grade 9-Diploma "American History: Revolutionary Era".

Understanding major eras, major themes and influences in U.S. and world history, including roots of democracy and ideas in the world.

Performance Indicators: a,c,e

Rationale: The teacher will have students reenact trials from the Revolution and also make a slideshow that will teach students about the motivations of both sides and about key events that took place.

Assessments

Formative (Assessment for Learning)

Section I – checking for understanding strategy during instruction

Students will engage in timed pair share where they will be one on one and discuss the Wiki Space presentation and

students will also do the say something activity for the iMovie. The say something activity will give each student a chance to lead the discussion over what ever event they wanted to cover from their Wikispaces. The timed pair share activity will allow both students to show a clip to each other from their iMovie projects.

Section II – timely feedback for products (self, peer, teacher)

The teacher will send feedback to the student via email and during class as the teacher supervises the pair share activity and the say something activity. The students will provide feedback to one another through the pair share activity and the say something activity. During these activities students will receive feedback about both their Wikispaces and their iMovie. The teacher will give feedback for both of these projects while the activities are going on and will also give students more detailed feedback via email.

Summative (Assessment of Learning):

Students will make a Wikispace that explains what events they are covering in their iMovie. The Wikispace will act as a pre-production assignment to the iMovie in a way. The Wikispace will offer details about the events that they are covering and will also be done in chronological order. In order for students to do the iMovie they will use the information of the events from the Wikispace they created. They will interpret what they have written in the Wikispace and transform it into their iMovie project. The Wikispace will act as an outline to the iMovie.

Integration

Technology (SAMR): The Wikispaces project and the iMovie production will act as both augmentation and redefinition. Augmentation because they are re-enacting these key events and redefinition because the students will be able to look back at what they did. The Wikispaces will be augmentation because not only does it act as a substitute, but there is also functional improvement. Both the student and the teacher will be able to go on the Wikispace and look at the key events. Students will be able to go in and make edits to their Wikispace whenever.

Content Areas:

English will be involved in this quite a bit because students will be writing what took place during these key events. In a way Earth science will be incorporated because students will be filming outside and will need to make it seem like the setting is right for the time period. Science will be involved when they are deciding where they are going to film.

Groupings

Section I - Graphic Organizer & Cooperative Learning used during instruction

Students will interpret the key events that took place during the American Revolution by writing descriptions of the events in their Wikispaces. They will then proceed to further evaluate these events by re-enacting them through an iMovie project. Obviously, not every detail was written down about these events, so students will have to get creative and imagine what may have taken place(for example what soldiers might have said to one another, how Washington commanded his troops, what was said by the delegates during the creation of the Declaration of Independence). Students will use story maps 1 and 2 to help them get the details of the key events they are covering straight. Students will also use the time order chart, but it will be used for the Wikispaces.

Section II – Groups and Roles for Product

Each group member would contribute equally to the projects. The events would be split up evenly among the group members to cover. The iMovie would be different in terms of work being split up. Students could either each cover an event like they did for the Wikispaces or they could each pick a strength to pursue(for example if a student is linguistically inclined they can write the dialogue for the film).

Differentiated Instruction

MI Strategies

Logical: Students will have to interpret these events from a logical point of view. For example, they may have to use reasoning to figure out why the Boston Tea Party took place

Verbal: Students will have to write dialogue for the iMovie that makes sense for the time period.

Visual: There will have to be at least one student that takes charge of the project visually. Someone will have to direct the iMovie

Musical: Music must be in the iMovie and it must be music that either sets the mood of the scene or it must be music from the time period.

Intrapersonal: Students will have individual responsibilities delegated to them for both of the projects. They will have to work on their own during the projects at some point

Interpersonal: A good portion of the project will be group work, so students will have to collaborate with one another to make the project a success.

Kinesthetic: There is movement both behind the camera(director, producer, boom operator, cinematographer)and in front of the camera(actors).

Naturalist: This will be an essential part of this project because scenes will take place outside, so these scenes will have to be written, directed and lit properly for the film. Naturalists will have a big responsibility for the iMovie project during the actual shooting of the film. Naturalists would be probably act as the cinematographers of the film.

Modifications/Accommodations

From IEP's (Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

Plan for accommodating absent students:

With absences there will be a three strike you're out kind of policy. If students do not show up to class more than three times they will have a meeting with me to talk about why they are not showing up and what the solution to the problem is. If they do not provide me with a proper explanation or one that is not good enough they will begin to lose point in their class participation grade. However, most of this project will take place outside of class, so students will have to coordinate with their teammates to meet up and contribute. The teacher will be receiving weekly reports from each of the teams, so if there is any indication that one of the members is not contributing then the teacher will have a sit down with that student and find a solution.

Extensions

Technology (SAMR): Students will post the key events they are covering on the Wikispace and film those events. The Wikispace project will be augmentation because this project acts as a substitute, but also provides functional improvement. Students will be able to go back in and make edits to their projects. The iMovie project will be both augmentation and redefinition. Augmentation because this acts as a substitute to text books and documentaries and provides a more entertaining side to the historical content. Redefinition because instead of reading about these events students are provided with a visual of what happened.

Gifted Students: Gifted students will try to take the project a step further and enter their films in

a film contest.

Materials, Resources and Technology

- *Camera*
- *Mic*
- *Notebook*
- *Laptop*
- *iMove*
- *Dongle*
- *Costumes*
- *Props*

Source for Lesson Plan and Research

Link to the checking for understanding strategies

<http://edu221resources.wikispaces.com/file/view/strategies.pdf/171330477/strategies.pdf>

Link to iMovie tutorial

<https://www.youtube.com/watch?v=GKu5p4e4CbY>

Link to how to use camera

<https://www.youtube.com/watch?v=2BRnwuftq3Y>

Graphic organizers

<http://www.eduplace.com/graphicorganizer/pdf/timeorder.pdf>

http://www.eduplace.com/graphicorganizer/pdf/storymap2_eng.pdf

http://www.eduplace.com/graphicorganizer/pdf/storymap1_eng.pdf

Example of student film

<https://www.youtube.com/watch?v=0UQMe6yAZCA>

PART II:

Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan) *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO's. (1-2 pages)*

Classroom arrangement

The classroom will be arranged according to the groups. Each group will be clustered together with their desks next to each other to talk/work on the project. This will make it easy for the groups to discuss the project and get a lot of the pre-production for it done. This will also give the students a chance to work on the Wikispace project. During this time they can assign roles to one another and delegate responsibilities in a fair and reasonable manner.

Agenda (include days and times)

Day 1

The teacher explains projects: 30 mins

Students ask questions: 5 mins

Groups are made: 15 mins

Groups work together: 30 mins

Day 2

Students work on Wikispaces: 40 mins

Teacher goes into more detail about iMovie: 20 mins

Students begin pre-production for movie: 20 mins

Day 3

Students finish pre-production: 40 mins

Students set up times to meet during the week: 10 mins

Teacher takes question: 10 mins

Teacher has students do story maps: 20 mins

Day 4

Students film/edit: 40 mins

Students pair and share exercise for Wikispaces presentation: 20 mins

Students begin making edits to Wikispaces: 20 mins

Day 5:

Presentation of films: 60 mins

Students send link of Wikispaces to teacher: 5 mins

Students offer feedback about the project: 15 mins

Teaching and Learning Sequence (Include all hyperlinks of the above URL's in this section.)

First Paragraph

Students will understand how important these key events were during the American Revolution. *Students will interpret these events and conclude that without these events America would not be what it is today.* They will understand that without these events America would not be a free country today. They will also understand what sacrifices were made in order to obtain this freedom. Through Students will re-enact these key events and will be able to interpret what took place during these crucial parts of the American Revolution. Students will pick what events they are covering on the Wikispaces and from there will use a [Sony Handyman Camera](#) to film their [iMovie](#) projects. They will also check out a [Student film](#) to get an idea of how their movies should turn out. The student will have the group work divided up evenly and can go about this division in a couple of different directions for the project. They can either do it by role in the film or break it down into parts needing to be covered in the film. The students will have to fill out

[story map 1](#) and [2](#) for the iMovie project and a [time order](#) one for the Wikispace project.

Where, Why, What, Hook, Tailors: Interpersonal, intrapersonal, visual, logical, linguistic, kinesthetic, musical, naturalist

Second Paragraph

Students will know the key events of the American Revolution and how those events got the U.S to where it is today. Students will organize these key events in chronological order on the Wikispace and from there they will take those events that they chose to cover and put them into their iMovie films. I will explain to my students exactly what I want from them and then they will have the freedom to ask what questions they need answered. The Wikispace project will sort of act as a map to what the film is covering. Each and every event that is talked about in the Wikispace will be covered in the film. Before the students organize the events on the Wikispace they will then use the [time order](#) graphic organizer to figure out what events they are covering and what details are going to be in there. Once they have the time order graphic organizer done they will be able to start the Wikispace project. After they are done with the Wikispace project the students will complete [story map 1](#) and [2](#). These will serve as the groundwork to their iMovie project, once they are done with that they will begin doing the iMovie project. Students will rethink what direction they are going in with these projects when doing the graphic organizers.

Where, Why, What, Hook, Tailors: Interpersonal, intrapersonal, visual, logical, linguistic, kinesthetic, musical, naturalist

Third Paragraph

Students will be able to interpret these key events through the content knowledge. Students will have to read into each key event they covering and provide great detail in the Wikispace. Through the Wikispace project they will be able to do the iMovie film. When doing the iMovie project students will have to interpret some parts of these events on their own because not every single detail was recorded in history. This is where they will have to logically interpret what those details may have been. They will do the Wikispace project and upon completion of that they will be able to begin the iMovie project. Students will watch a [Student film](#) to get an idea of how their film should turn out. Students will show what they have learned through both the Wikispace project and the iMovie project. Their construction of the Wikispace project will demonstrate the content knowledge they have learned. The iMovie project will do the same but will also bring about creative/higher order thinking because students will have to come up with dialogue and actions within the events that make sense. I will group students according to their strengths. For example, if two students are both linguistically inclined then they will be separated. Each student will have to cover an event in the Wikispace in great detail however, for the iMovie project can have the roles assigned differently. The students could assign the roles to each other according to their strengths, for example if someone is really good at editing then they should be the editor of the film. I will receive a weekly report from the groups to let me know who is contributing and who is not. Students will go through the [pair and share](#) checking for understanding. At that point students will be able to go back through and rethink what they are doing.

Where, Why, What, Hook, Tailors: Interpersonal, intrapersonal, visual, logical, linguistic, kinesthetic, musical, naturalist

Fourth Paragraph

I will provide feedback via email to students so they know whether or not they are going in the right direction with their Wikispace project. I will also be able to go into their actual Wikispace and point out what they may need to change. Students will also get an opportunity to receive feedback from their peers through the [pair and share](#) activity. Also after each class I will check to see what progress each group has made and I will tell them what I think. If students have any questions they can email me at any time outside of class as well. I will score the product on historical accuracy, number of events covered, grammar and quality for the Wikispace. For the iMovie I will grade the project of historical accuracy, number of events covered, length of the film and quality of the film. This connects to future lessons because the course will continue to cover the American Revolution and the events that took place after.

Where, Why, What, Hook, Tailors: Interpersonal, intrapersonal, visual, logical, linguistic, kinesthetic, musical, naturalist

Teacher Content Notes

Students will know about the Declaration of Independence, the Boston Tea Party, Boston Massacre, the Battle of Ticonderoga and the March to Quebec. Students will also know key names such as George Washington, John Adams, Sam Adams, Benedict Arnold, Benjamin Franklin, Thomas Paine, John Hancock and Thomas Jefferson. Students will understand how the American Revolution came to be and why it was so crucial to the birth of our nation. The Revolution was a time of change. During this time change was something that America needed desperately. The U.S could no longer give in to the tyranny of the British. Students will also understand the point of view of the British during this course. They will understand what the motives of each side were. The course will cover many other aspects of the American Revolution as well, but these are the main points that will be focused on.

Handouts

- Camera
- Mic

- Notebook
- Laptop
- iMove
- Dongle
- Costumes
- Props
- Rubrics

Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale

Standard 1 – Learner Development. *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

Learning Styles

Clipboard: Students who need lists will like these projects because the events basically need to be listed in chronological order. There needs to be organization with both of these projects, clipboards will shine during these projects.

Microscope: Students will have to go into great detail about these events and provide depth of knowledge with these events.

Puppy: All students will be going through the same challenges that project offers. Students will not be judged by their peers or the quality of their work, this will be a non-threatening environment.

Beach Ball: This whole project, for the most part, will require team work, so students will have to get along in order for the project to work out. Students will get the chance to interact with one another and find solutions to the challenges they face during these projects.

Rationale: Nothing is more important than adhering to every different type of students learning styles. Every student is different, therefore we as the educator must make sure they are learning according to their classification.

Standard 6 - Assessment. *The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

Formative: Students will go through the pair and share activity with their classmates and if any students have questions after I will answer them. I will cover however many questions there are

Summative: Students will have to take notes on whatever feedback they receive and will apply to their projects. This will only make their projects stronger.

Rationale: This assignment will be a great way to gauge what the students understand about the American Revolution. This also allows them to get creative.

Standard 7 - Planning Instruction. *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

Content Area: Social studies

Standard Label: E history

Standard: E1 Historical Knowledge, concepts, themes and patterns.

Grade level span: Grade 9-Diploma "American History: Revolutionary Era".

Understanding major eras, major themes and influences in U.S. and world history, including roots of democracy and ideas in the world.

Performance Indicators: a,c,e

MLR or CCSS or NGSS

Facet: Interpret

Rationale: Throughout both of these projects students will have to interpret these critical events during the American Revolution. They will have to do this more so for the iMovie project.

Standard 8 - Instructional Strategies. *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

MI Strategies:

Visual: Students will be making an iMovie film.

Musical: Students will find music and sound effects for the their iMovie

Interpersonal: Students will work with one another on the project to ensure success. Everyone will have their own role, but the group will have to work together.

Intrapersonal: Students will have to work on certain parts of the project by themselves. Everyone in the group will have a role.

Kinesthetic: Students will constantly being moving during filming, especially if any of them are acting.

Naturalist: The film will be shot outside for certain scenes.

SAMR: Students will make a Wikispace that chronicles the key events of the Revolution, which acts as

substitution. Students will also be making an iMovie which will act as augmentation and redefinition. Students will be able to go back and watch their own iMovies.

Rationale: This will allow students to cover the main events of the American Revolution, but it will also allow them to interpret some events on their own. This project covers content knowledge while also allowing creativity to spark.

NETS STANDARDS FOR TEACHERS

1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- a. Promote, support, and model creative and innovative thinking and inventiveness
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Rationale: Students will interpret these key events and then film them to construct an iMovie. Students will understand how important these events were and will demonstrate their understanding through the use of iMovie.

2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

Rationale: Students will be able to look back at their Wikispaces and the iMovie projects to recap everything they have learned. This project will reinforce their understanding of the content knowledge.